

Some Sample GIEP Goals, Outcomes, and Specially-Designed Instruction

Goal: Ryan will demonstrate mastery of the ___th grade _____ course by scoring 85% or higher on each unit test ^{and} on the final examination.

Outcomes:

Ryan will demonstrate mastery of each unit of the ___th grade _____ course during the first quarter by scoring 85% or higher on each unit test administered during that quarter.

Ryan will demonstrate mastery of each unit of the ___th grade _____ course during the second quarter by scoring 85% or higher on each unit test administered during that quarter.

Acceleration goal
Ryan will demonstrate mastery of each unit of the ___th grade _____ course during the third quarter by scoring 85% or higher on each unit test administered during that quarter.

Ryan will demonstrate mastery of each unit of the ___th grade _____ course during the fourth quarter by scoring 85% or higher on each unit test administered during that quarter and on the final examination.

SDI: Accelerated placement in ___th grade _____ in place of participation in 6th grade Math.

Goal: In place of each unit of the 6th grade math curriculum from which Ryan is exempted by attaining a pre-unit test grade of 90% or higher, Ryan will complete a unit of computer-based high school-level Math instruction in the areas of Algebra, Geometry, and Statistics and correctly solve or complete 90% of the assessment problems associated with that unit

Outcomes:

Ryan will complete at least one unit of computer-based high school-level instruction in Algebra and correctly solve or complete 90% of the assessment problems associated with that unit.

Compacting goal
Ryan will complete at least one unit of computer-based high school-level instruction in Geometry and correctly solve or complete 90% of the assessment problems associated with that unit.

Ryan will complete at least one unit of computer-based high school-level instruction in Statistics and correctly solve or complete 90% of the assessment problems associated with that unit.

SDI:

Pre-assessment of each unit of the 6th Grade Math curriculum to determine mastery of the skills and content taught in that unit. Exemption from each unit of instruction for which Ryan attains a score of 90% or higher.

Access to high school-level on-line coursework from an accredited provider in Algebra, Geometry, and Statistics during periods of exemption from 6th grade Math instruction.

(grade level)

Goal: For each unit of the 6th grade Science and Social Studies curricula, Ryan will demonstrate leadership skills either by (a) raising a new fact, introducing a new concept, or adding a new perspective on or related to the topic during at least four classroom discussions or cooperative learning activities or (b) offering to the class a five-minute oral presentation on a topic related to the unit that uses information from at least three sources other than the text or other materials used for that unit.

Outcomes:

Enrichment goal
In response one-on-one or small group discussion and brainstorming activities in the gifted support setting, Ryan will identify at least four facts, concepts, or perspectives concerning each unit of the 6th Social Studies and Science curricula and will, with verbal prompting and modeling faded to the lowest level necessary to elicit the desired response, locate research to support or refute those facts, concepts, or perspectives from at least one source other than the texts and materials used in the course.

SDI:

One-on-one or small group discussion and brainstorming activities related to each unit of the 6th Grade Science and Social Studies curriculum.

Verbal prompting and modeling, and use of graphic organizers, to assist with research concerning Science and Social Studies topics. Access to at library and electronic sources to research Science and Social Studies topics, and facilitation with the location of other resources (historic sites, museums, interview subjects) in the community.

Enrichment goal
Goal: In response to one-on-one and small group discussion and brain storming activities, and using a graphic organizer, John will research and write 3 papers consisting of at least three paragraphs on a topic of interest derived from the second grade Social Studies or Science curriculum. *(grade level)*

Outcomes:

John will identify three topics of interest derived from the second grade Social Studies of Science curriculum and will locate research information from at least three different media sources (e.g., books, newspapers, internet sites, museums) for each topic.

In one-on-one or small group discussions, John will discuss his topic, demonstrating knowledge of, and the ability to synthesize and analyze, his research.

In response to verbal prompts and modeling, and using a graphic organizer, John will follow a learned five-step writing process to write a three-paragraph paper on each of his selected topics, with each paragraph consisting of a topic sentence related to the overall topic of the paper, at least three supporting detail sentences, and, where necessary, a transition or concluding sentence.

In response to verbal prompts and modeling, John will create a bibliography in which he identifies his authorities in proper citation format.

SDI:

Individual and small group structured, systematic instruction in the research and writing process and in the use of graphic organizers and writing software. ____ minutes ____ times weekly.

Enrichment Goal
Goal: In response to one-on-one or small group discussion, and debate concerning at least three artworks and three musical performances, John will verbally discuss each work or composition, and will justify in writing his opinions concerning each work or compositions, earning a score of at least ____ on the classifying and critiquing rubric for Art and Music (attached).

Outcomes:

John will discuss works of art and music, comparing each work to similar and different works, identifying the historical or artistic context in which the work was created, and identifying the style and technique of the artist or composer.

John will complete a short written rating of each work of art or music, justifying objectively his opinions of each.

SDI:

Individual and small group Music and Art exploration activities and direct instruction in Art and Music criticism and analysis, with opportunities for discussion and debate. ____ minutes ____ weekly.

Acceleration Goal
Goal: Given grade-level tests, assessments, and assignments, John will demonstrate mastery of 80 percent of the Third Grade Math curriculum outcomes.

Outcomes:

John will demonstrate mastery of at least 80 percent of the Third Grade Math curriculum outcomes related to numbers and operations.

John will demonstrate mastery of at least 80 percent of the Third Grade Math curriculum outcomes related to measurement.

John will demonstrate mastery of at least 80 percent of the Third Grade Math curriculum outcomes related to geometry.

John will demonstrate mastery of at least 80 percent of the Third Grade Math curriculum outcomes related to algebraic concepts.

SDI:

Placement in second grade for all subjects except Math. Placement in third grade for all Math instruction.